**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 4** | | | **Date(s)**: |
| **Unit Title:** Understand Place Value for Multi-Digit Whole Numbers | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s):** Why is place value important to rounding multi-digit whole numbers? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** | | **Student:**   * **Digit cards** * **Wipe boards** | | | **Review of unit vocabulary** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  ***4.NBT.1 -*** *Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700÷70=10 by applying concepts of place value and division.*  ***4.NBT.2* -** *Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.*  ***4.NBT.3* -** *Use place value understanding to round multi-digit whole numbers to any place.* | | | | | |
| **I Can Statement(s):**   * **I can use a variety of strategies to solve word problems.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  *Day 1*: Unit 1 Review Game – Jeopardy  *Day 2*: Unit 1 Review Game – “I Have/ Who Has?”  *Day 3*: Students will complete Task 4 | | | | | |
| **Teacher Directed:**  *Day 1*: The teacher will serve as a facilitator for this lesson. As needed/ necessary, teacher will interject and expand upon student discoveries and explorations.  *Day 2*: Model for students how to play the game. Student has a card. They read their card (I have the number 57. Who has a number with the digit 4 in the thousands place?). Student with the answer responds and reads their card. The game can be broken down by objective or as a unit review.  *Day 3*: Students will complete Task 4 | | | | | |
| **Guided Practice: (30 - 45 mins)**  *Day 1*: Students will use each other, manipulatives, wipe boards, graph paper, and scrap paper to answer Unit 1 Jeopardy Review questions. Call on students to select one of the categories from the game (Vocabulary, Place Value/ Compare & Order/ Number Form, Rounding/ Estimating). Students work together to solve the problem. Students show their response on their wipe-board.  *Day 2*: Students will play “I Have/ Who Has” review game.  *Day 3*: Students will complete Task 4 | | | | | |
| **Independent Practice: (30 - 45 mins)**  *Day 1*: Students will use each other, manipulatives, wipe boards, graph paper, and scrap paper to answer Unit 1 Jeopardy Review questions. Call on students to select one of the categories from the game (Vocabulary, Place Value/ Compare & Order/ Number Form, Rounding/ Estimating). Students work together to solve the problem. Students show their response on their wipe-board.  *Day 2*: Students will play “I Have/ Who Has” review game.  *Day 3*: Students will complete Task 4 | | | | | |
| **Closing/Summarizing Strategy: (up to 5 mins)**  *Day 1*: Unit 1 Jeopardy Review Game  *Day 2*: “I Have/ Who Has” review game.  *Day 3*: Students will complete Task 4 | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| 1. Any strategy from previous lessons in this unit | | | 1. Any strategy from previous lessons in this unit | | |  |
| **Assessment(s): (up to 45 minutes)**  *Day 3*: Students will complete Task 4  *Day 4*: Unit 1 Post Assessment | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |